

DISTRICT PRIMARY EDUCATION
PROGRAMME

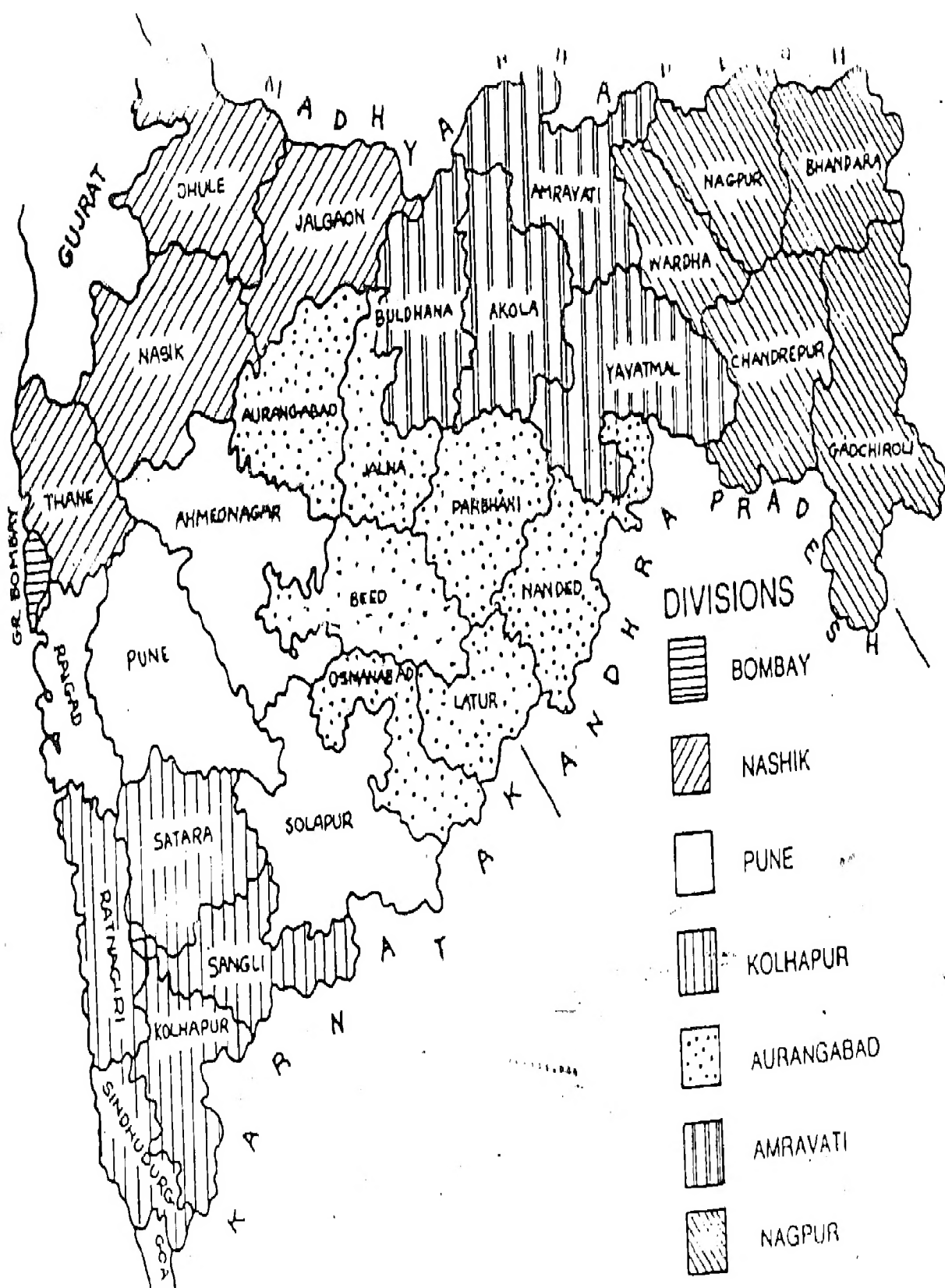
GENDER STUDIES

STATUS PAPER ON WOMENS' EDUCATION
AND DEVELOPMENT

MAHARASHTRA
1994

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Educational Divisions in Maharashtra State



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STATUS PAPER ON WOMEN'S EDUCATION AND
DEVELOPMENT - MAHARASHTRA

The State of Maharashtra has a rich cultural heritage. Over the last 30 years, it has achieved progress in all fields. The State came into existence on 1st May, 1960 and is the third largest State in India, both in terms of area and population. Lying between longitude 72°E and 82°E and latitude of 17°N and 22°N , its western boundary touches the Arabian Sea. On its North-west lie the States of Madhya Pradesh and Gujarat and the Union territory of Dadra and Nagar Haveli. It's southern boundary is flanked by Goa, Karnataka and Andhra Pradesh. It can be divided into three physical regions, i.e. the coastal plain which runs along the Arabian Sea, the western ghats and the Deccan Plateau which lies on the eastern side of the western ghats. There are 23 big and small rivers flowing through the State.

The whole state lies in the monsoon zone having a mild climate there is little difference between the winter and summer temperatures, the average temperature in Bombay during January being 24.3°C . and during July 27.5°C . However, as one moves east, from the western ghats, the difference in temperature during winter and summer goes on increasing. The State experiences heavy rains between June and September every year; the average rainfall in July is 71 cms. The coastal plain, however, experiences the heaviest rains and the quantum of rainfall goes on decreasing on eastern flank of the western ghats.

Maharashtra has a total area of 3,07,762 sq. kms., out of which, 5,382 sq. kms. are covered with forests. The main agricultural products of the State are rice, cotton, groundnut, jawar, wheat and sugarcane. Rice is grown in abundance, particularly in coastal plain and river basins.

Maharashtra is one of the educationally advanced States in India due to untiring efforts of great social reformers like Mahatma Jyotiba Phule, Dr. Babasaheb R. Ambedkar, Dr. D.K. Karve, Karmaveer Bhaurao Patil and many others, who sacrificed their lives for the cause of education and enriched the fabric of Maharashtra. Saints like Tukaram, Dnyaneshwar, Namdeo, Ramdas and others have laid a strong spiritual and cultural base and created an awareness among the people of the State. Eminent personalities like Kusumagraja - poet dramatist, pioneers in film industry like Dadasaheb Phalke and V. Shantaram, Lata Mangeshkar in the field of music and Sunil Gavaskar in the world of sports have contributed to the rich cultural heritage of Maharashtra.

Maharashtra is a highly industrialised State just as Bombay is the industrial and commercial capital of the State; industrialists like Garware, Kirloskar and others have contributed a lot. The rural area of the State is nourished by strong co-operative movements especially in the sugar and milk industry, which has given great impetus to rural development.

Population : Size and Growth

With a population of 7.87 crores (1991 census figures), the State of Maharashtra is the third most populous State in the country. About 35.03% of the total population lives in urban area and 64.97% live in the rural area; the percentage of rural population is higher than the urban population. In 1991 for every 1000 males, the number of females is 935 and tracing such trends in the past indicates that males outnumbered females. The overall decadal increase in population during the eighties (25.73 percent) was somewhat greater than that of the seventies (24.54 percent).

Sex Ratio : 1991

	Total	Rural	Urban
India	929	N.A.	N.A.
Maharashtra	935	975	876

Source : Census Report, 1991.

Decadal Variation in Population 1971-81 and 1981-91

State	Total Population (in thousands)				Percentage to national total 1991	Decadal variation (Percent)	
	1981 Total	1991				1971- 81	1981- 91
	Persons	Male	Female				
INDIA	665288	846302	439230	407072	100.00	24.66	23.85
MAHARASHTRA	62784	78937	40826	38111	9.33	24.54	25.73

Trends in Decadal Growth of Population 1990-91



- i) Census of India, 1981, Series 1, Part XII Census Atlas National Volume, New Delhi 1988.
- ii) Census of India, 1991, Series 1, Paper 2, Final Population totals, New Delhi 1993.

The graph reflects different social composition and economic conditions of different levels of the society and therefore, the population growth shows the fluctuations in the graph.

As per the census of 1991, the total population of the State comprised of 3,80,61,961 women and 4,06,86,254 men.

Population by Sex 1991 - Maharashtra

	Rural	Urban	Total
Male	2,44,27,060	1,62,59,194	4,06,86,254
Female	2,38,24,803	1,42,37,158	3,80,61,961
Total	4,82,51,863	3,04,96,352	7,87,48,215

Scheduled Caste Population

The scheduled caste population numbering 87,57,842 (1991) in the State is widely distributed accounting for 11.09 percent of the total population of the State. There has been an increase in scheduled caste population in the last three decades implying a higher population growth among the scheduled castes as compared to others.

Distribution of Scheduled Castes Population 1981 and 1991

State	Scheduled Caste Population 1991	No. of S.Cs. 1991	Percentage of Scheduled Caste Population to total Population		Rank in country	Distri- bution of 100 members of S.Cs. among state	
			1981	1991		1981	91
India	13,82,23,277	1091	15.81	16.48	-	100	100
Maha- rashtra	87,57,842	59	7.14	11.09	17	4.30	6.34

Source: Census of India, 1991, Series 1, paper 2,
——— 1992, Final Population Totals, New Delhi.

Scheduled Tribes Population

In contrast to scheduled castes, the scheduled tribes exhibit a tendency to cluster and concentrate in some pockets of geographical space generally characterised by rugged terrain and having dense forest cover. Scheduled tribes numbering 73,18,281 (1991) account for 9.27 percent of the State's population. Like that of scheduled castes, the population growth of scheduled tribes has also been higher than the non-scheduled population. Maharashtra is one of the States in the

country with high concentration of scheduled caste population.

Distribution of Scheduled Tribes Population
1981 - 1991

State	Scheduled Tribes Population	No. of Schedu- led Tribes	Percentage of Scheduled Tribes popu- lation to total popu- lation		Ranking of State	Distribution of 100 members of S.Ts. among State	
			1981	1991		1981	91
1	2	3	4	5	6	7	8
India	6,77,58,380	573	7.83	8.08	--	100	100
Maha- rashtra	73,18,281	47	9.19	9.27	17	11.18	10.80

Source: Census of India, Series 1, Paper 2, 1992,
Final Population Totals, New Delhi 1993.

Density of Population :

The density of population has increased from 63 per sq. km. in 1901 to 257 persons per sq. km. in 1991.

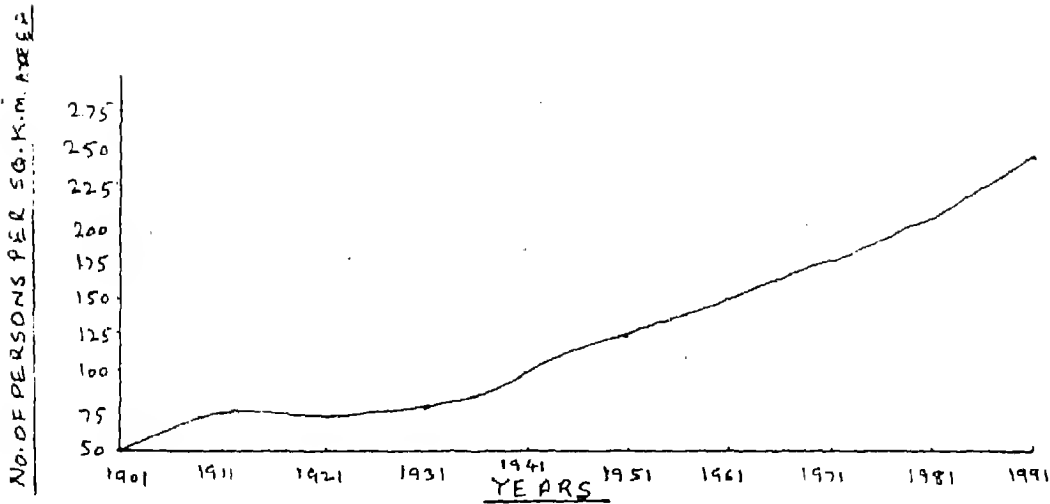
Density of Population: 1901 to 1991

State	Number of persons per sq.km.									
	1901	1911	1921	1931	1941	1951	1961	1971	1981	91
India	77	82	81	90	103	117	142	177	216	273
Mahara- ashtra	63	70	68	78	87	104	129	164	204	257

Source: Census of India, 1981, Series-1, Part XII (Census Atlas National Volume), New Delhi 1988

Census of India, 1991, Series-1, Paper-2, 1992
Final population Totals, New Delhi, 1993.

DENSITY OF POPULATION



Population Sexwise, Age-groups 0-6 and 6-11 years

The following Tables gives distribution of the population according to age groups. Marathi speaking people constitute the biggest group. Information for 1991 is not yet available and figures for 1987-88 are shown in the Table.

Distribution of Population by Age-Group
Population (1981 in '000)

Age Group	Urban			Rural		
	males	Females	Total	males	Female	Total
0-14	4005	3773	7778	8316	7974	16,290
15-19	1215	1003	2218	1951	1696	3,647
20-24	1312	1024	2336	1549	1629	3,178
25-29	1129	934	1063	1395	480	1,875
30-34	913	707	1620	1197	1306	2,503
35-39	794	625	1419	1182	1258	2,440
40-49	1211	907	2118	2062	2052	4,114
50-59	728	558	1286	1444	1360	2,804
60	561	558	1119	1406	1484	2,890
Total	11868	10089	21957	20502	19239	40,790

Sex Composition of the Age Group 0-5 to 15-35
1989 (Figures in lakhs)

Age Group	Boys	Girls	Total
0-5	56.77	52.63	109.4
6-11	43.61	41.30	84.91
12-14	24.21	23.23	47.44
15-35	130.12	145.85	275.97

Source: Report of Standing Committee of Experts on
Population Projection, October 1989.

Number of Villages Blockwise

As per the Census of 1971, there were 38,661 villages and towns spread over the districts of Maharashtra. Of these, 35,778 villages were inhabited the remaining 2,883 villages being uninhabited. During 1981, the number of inhabited villages increased to 39,354 and consequently the number of uninhabited villages has decreased from 2,883 to 2,478. Figures of the 1991 Census are not yet available. These villages are spread over 302 blocks in 31 districts of Maharashtra.

Age at Marriage

1990 figures of the Family Welfare Department of the State Government indicate the age of marriage for urban and rural area is 20.3 and 18.1, respectively, the marriage age for rural areas being less than the urban area as in the other parts of the country, one of the important causes responsible for this disparity is illiteracy. Percentage of married females in the age-group 10-14 years is 1.58 percent for urban area and 3.84 percent for rural area implying more female marriages at lower age take place in rural areas.

Demographic Parameters: Birth-rate, Death-rate and Infant
Mortality Rate

These are important demographic indicators and greatly influence size and growth of population. Crude birth rate in India has declined from 37.2 in 1981 to 29.3 in 1991. Crude death rate has also declined from 12.5 in 1981 to 9.8 in 1991. Death rate in the State for Urban and rural area is 5.4 and 8.5 respectively.

Death Rate 1990

State	Combined	Rural	Urban
India	9.7	10.5	6.8
Maharashtra	7.4	8.5	5.4

Infant mortality rate in Maharashtra for urban and rural area is 35 and 31, maternal mortality rate for urban area is 1.2, whereas for rural it is 1.4. (Source: Sample Registration Bulletin, June 1992).

Female life expectancy in Maharashtra is 60.66 years as compared to life expectance rate at National level which is 56.40 years.

Important Demographic Indicators of Population in the State
1991

State	Annual Exptd. growth	Urban Popula- tion as % of Total	Pop. Age as % of total popula- tion	Sex Ratio	Crude Birth rate	Crude Death rate	Infant Morta- lity rate
India	2.14	25.73	17.94	927	29.3	9.8	80.0
Mahara- shtra	2.29	38.69	17.11	934	26.2	8.2	60.0

Source: 1) For Columns 2 to 5, 1991 Census
2) Cols. 6 to 8 are based on sample registration systems estimates of 1991.

It is observed that the birth rate, death rate and infant mortality rates in the country are declining. However, the demographic profile of the country and the State is not uniform. Some of the districts in the State have high crude birth rate, infant mortality rate (IMR), Maternal rate (IMR), Maternal Mortality rate (MMR) and low age of girls at marriage. It is seen from the figures or the literacy rates that literacy rates among females in these districts is also very low.

The following table shows percentage of births attended by trained dais and others.

Percentage distribution of Sample Births by Type of medical attendance at birth, 1990

State	<u>Type of medical attendance at Birth</u>			
	I	T	U	Q
Combined	33.6	14.7	44.1	7.6
Rural	20.4	13.8	57.0	8.8
Urban	75.1	17.8	3.5	3.6

Source: Record from Health Deptt. Govt. of Maharashtra.

- I - Institutions like hospitals, maternity and nursing homes.
- T - Delivery conducted at home by Doctor, trained Dai/ trained mid wife, trained nurses.
- U - Delivery conducted at home by untrained village dai.
- Q - Delivery conducted at home by relation and others excluding above.

High maternal mortality rate among rural women is mainly because of deliveries conducted at home by untrained dais; this number must decline.

Main worker and Marginal worker

The following tables show number of sexwise main and marginal workers in the State of Maharashtra.

	Total persons	Male	Female
Workers	2,80,22,089	2,07,40,036	72,82,053
% of main workers to total population	77.64	50.98	26.66
Marginal worker	28,50,430	4,28,462	24,21,968

Source: Census 1991

Policies and Programmes for Girls, for women
(Policy and Programmes by other Departments like
rural development, social welfare etc.)

The foremost requirement in the total participation of women is necessary to achieve the goals of economic productivity, social development, social equity and universal elementary education. Having a long history in women's education. The government also focussed the attention of social welfare department, rural development and Public Health department, women and child's welfare department on the need for taking note of women and their problems.

The various schemes, programmes and activities related to girls' and women are enumerated below -

Social welfare Department and Women Welfare Department

The following institutions are being run by the State Government for giving protections, treatment and also to rehabilitate women and girls in destitute.

Government Reception Centres - There are 16 Government Reception Centres having sanctioned strength of 600.

Government State Homes - There are 4 State homes for women who are destituted, deserted or in moral danger with sanctioned strength of 400.

Government Protective Homes - These homes have been established for protecting and rehabilitating women and girls rescued from prostitution. There are 5 such protective homes having sanctioned strength of 200.

Rescue Homes - They provide care, treatment, protection and rehabilitation for destitute, homeless, unmarried mothers and women in moral danger. These Rescue Homes are run by voluntary organisations who are given grant-in-aid by Government. There are 10 such Rescue Homes having sanctioned strength of 865.

Short Stay Homes They provide shelter and help in rehabilitating women in social and moral danger. This scheme is run by voluntary organisations which are given 100% grants by Central Government. There are 13 such short-stay homes in the State.

Construction of Working women's Hostels

Financial assistance for construction/extension of building for working women's hostels with day-care centre for children is provided by the Union Government. In Maharashtra 80 working women's hostels have been constructed.

Schemes Implemented by the State Department for the needy and poor women

Financial assistance to widows for marriage of their daughters: Financial assistance is given to the widow upto Rs.2000 having income less than Rs.400 p.m. who are unable to get their daughters married due to poverty. Number of beneficiaries in 1992-93 were 494 women.

Scheme of Grant of Stipend to Women for Voluntary Training: Girls from economically backward and middle class families who are unable to go in for higher vocational training are given a stipend upto Rs.100 p.m. to undergo training in nursing, typing, punching etc. In 1992-93 2,040 beneficiaries benefitted from this scheme.

Grant-in-aid for self employment to women Financial assistance upto Rs.500 is granted to women who are destitute, widows, or in moral danger and having an income of less than Rs.4,800 p.m. to undertake self activities like selling fruits, vegetables etc. In the year 1992-93 a sum of Rs.9.72 lakhs was sanctioned to 1942 women.

Financial Assistance to Mahila Mandal for Running Training Centres Grant-in-aid are given to those Mahila Mandals who provide skills in cookery, tailoring, typewriting, etc. In Maharashtra there are 9 mahila mandals organising such training programmes.

'Maher' Scheme This scheme is intended for women by giving them shelter, medical and legal aid and also helps them to become self-reliant. This scheme is run with the help of voluntary organisations who are given

grants-in-aid. There are seven voluntary organisations implementing this scheme with a sanctioned strength of 135.

'Seva Ghar' This scheme provides job opportunities for needy women by organising various services like creches for children of working women, lunch packets, laundry services, etc. through voluntary organisations. These voluntary organisations are given grants-in-aid by Government. There are 3 such Seva Ghars functioning in Bombay and Thane.

Training Centres for Women in Distress This centrally sponsored scheme is run by the voluntary organisations which are provided financial assistance by the Central and State Government on an equal sharing basis of 45 percent each while 10 percent expenditure is borne by the organisations. The governments organize training centres for women in distress. There are 11 organisations running such training centres with as many as 306 beneficiaries in 1992-93.

Scheme for Welfare and Rehabilitation of Devdasis
Financial Assistance for Marriage of Devdasis and Daughters of Devdasis Financial assistance upto Rs.10,000 is given for marriage of Devdasis and for that of their daughters. In 1992-93, 5 Devdasis were provided such financial assistance.

Hostels for Children of Deydasis Two hostels are being run with the help of voluntary organisations who are given grants-in-aid by Government. 145 children are receiving benefits of this scheme.

Other Schemes

State Commission for Women The Government of Maharashtra has established a State Commission for women on the lines of the Central Women Commission on 26th January 1993.

State Homes for Women The proposal of opening 50 new State Homes for women is also under considerations by the Government.

Mahila Arthik Vikas Mahamandal The Mahamandal was established in 1975. It has 6 Regional Offices in the revenue district head-quarters of Thane, Pune, Nashik, Nagpur, Aurangabad, and Amravati. The Mandal undertakes entirely extensive training for income generating activities for women.

Schemes for Women's Welfare in Maharashtra 1992-93

Sr.No.	Type of Institutes/ Scheme	Number of Institutions	Beneficiaries
1	2	3	4
1.	Govt. Reception Centre	16	655
2.	Govt. State Homes	4	400 (Sanctioned strength)
3.	Govt. Protectives Homes	2	200 (Sanctioned strength)
4.	Rescue Homes	7	865 (Sanctioned strength)

1	2	3	4
5.	Short Stay Homes	13	260 to 520 (Sanctioned strength)
6.	Working Women Hostel (Centrally Sponsored Programme)	80	5520
7.	Financial Assistance to Widows for their daughters marriage	-	494
8.	Grant of stipend for Voluntary Training	-	2040
9.	Grant-in-aid to self employment	-	1886
10.	Financial Assistance to Mahila Mandal for conducting training	-	9
11.	Mahar Scheme	77	135
12.	Seva Ghar	3	-
13.	Training Centres for Women in Distress (Centrally Sponsored Programme)	11	306
14.	Financial assistance to Devdasis for their daughters marriage upto Rs.10,000/-	-	5
15.	Hostel for children of Devdasis	-	145

Schemes of Public Health Department The Public Health Department organise variety of mother and child welfare meets in each district during specific occasions and times.

Nursing Training The Public Health Department organises continuous Nursing Training programmes for upliftment of the village.

Schemes Sponsored by Charmaudyog Vikas Mahamandal
Bombay Charmaudyog vikas mahamandal also sponsors various schemes for women of the chamakar community. These include a financial support to women for starting a cottage industry, providing creches, meals, laundry centre to working women of the community and starting production units at the district level for women belonging to that community.

Facilities and Concessions for Women Working women with annual income of less than Rs.75,000 are entitled to an income tax consession.

National Centre for Training in Agriculture is being setup by the Department of Agriculture for training for working in differnt aspects of Agriculture.

Women in Defence Services It is for the first time in the hist^ory of the country that women officers are inducted to the Defence Services.

Reserved Seats for Women in Local Self Governments
Nearly fifty percent of the population comprises of women. To enable this section of the population to participate in local matters, 1/3 seats have now been reserved for women.

POLITICAL PARTICIPATION OF WOMEN

In most countries today the law accords its women civic and political rights, yet they often fail to utilise the same or are prevented from taking full advantage of these rights. A number of factors appear to be involved: social, psychological, legal, educational, economic and health. The degree to which these factors singly or in combination affect women's role will necessarily vary from country to country. Some effect men as well as women, but in most instances, the problems faced by women are greater and must be overcome if they are to take their legitimate proper place and be effective in the life of the nation and of the international community of which ^{women} are also a part. Certain social conventions and social attitudes do make it particularly difficult for an average woman to participate in the political life of a country.

Women from Maharashtra participated in the freedom movement for the achieving Independence of India. Having obtained it, more and more of women have been entering into the field of active politics under the banner of different political parties in India. Some women have been elected to the State Assembly and also to the Parliament.

From the very beginning, women political leaders have been fighting for justice to women in all walks of life. At many occasions, health, education and social welfare departments of the State and the Central Government have been headed by women ministers.

Even at the zilla parishad or grass-root level, in villages, women have been working for the welfare of their kind in Maharashtra, though the number of such women remained low. Women leaders are on the forefront and are fighting for their rights a heartening development in women's movement in the State of Maharashtra. Philosophers have never undermined the role of women in the betterment of the society, history also reveals contribution of women and their capabilities not only in the maintenance and establishment of law and order but also in giving leadership in extremely difficult situations even when capable men had failed to provide needed confidence among the people. But because of certain natural instincts and social responsibilities thrust on them alone (child rearing and family care) there has been a traditional tendency amongst men to look down upon women as an inferior being and in the guise of protecting them they have been subjected to a secondary role in the family as well as in the society. A woman is equally capable as a man in every respect and this fact needs to be recognised by men as also by women themselves.

Considering these factors and appreciating their capabilities, as also the need of women's involvement in administration, the Government of Maharashtra rightly reserved 30 percent seats in the panchayat samitis, zilla parishad, municipal corporation and municipal boards. This reservation in favour of women, it is hoped, will go a long way in cleansing the administration as also help in achieving universalisation of education.

Education of Women

A) Policies and Programmes for Girls

The issue of universalisation of education is essentially an issue to increase enrolment and retention of girls at the primary school stage. Women have traditionally played a subordinate role in society. This has not only affected society's attitude towards them, but also their own self image. They have been conditioned into thinking of themselves as inferior to men. There are other weak and disadvantaged sections of society, but none with so common and widespread vulnerability as women. To enhance the self-image and self-confidence of women, the education system as the National Policy of Education, 1986 states, "will play a positive, interventionists role in the empowerment of women retention in elementary education will receive overriding priority through provision of special support services, setting of time targets and effective monitoring". Although significant strides have been made in providing access in schooling facilities to children, there are disturbing gaps in the achievement of universal elementary education as far as girls are concerned. These gaps are as follows.

The enrolment ratio of girls as compared to boys is 45% for the primary level in the State of Maharashtra. Therefore, 55% of the total additional girls will have to be enrolled for 100 percent enrolment of children in the age group of 6-14.

The girls suffer from abnormally high incidence of drop-out. Reasons given by the parents and the community are poverty, early marriage, help to parents in household or agricultural work, in attractive school environment, parents illiteracy and indifference, lack of positive educational climate, neglect of studies leading to repeated failure and finally withdrawal from school. The reasons for non-enrolment of rural girls are combination of educational and extra educational factors, absence and provision of educational facilities and lack of support services of child care, medical and health care, lack of access sources like water and fodder in rural areas. Girls are put to these hard tasks early. In poorer house-holds, the burden of unemployment is passed on to women and children particularly girls. Daughters attend to domestic work and care, and hence either do not join schools or drop-out.

Insufficient attention has been paid to rural girls in policies and plans. Implementation of laws concerning women and children leaves much to be desired. Rural areas are often unserved in terms of development, infrastructure to include basic services of education, health, road, water convention etc. Rural poverty is severe with 30% of population below poverty line in a district. Insufficient understanding of important variable like rural poverty, malnutrition, gender discrimination, early marriage, longer fertility span,

more hours of back-breaking and unskilled work, results in uniform norms and procedures for schooling of boys and girls. Educational planning gave insufficient attention to important variable like rural poverty and status of girl child in the poor families. There are blanket norms and blanket yard sticks used for educational provisions. 3 km. yard stick provision for a middle school inhibit girls from attending the schools especially if it means inter-village connectings. This has resulted in a sharp drop in the enrolment of girls in Class V.

Drop-out class from Class I to II is significant for rural girls. This appears to be presently due to enrolment at the beginning of the year of all these students of school going are including under age and over age children who may attend the schools for a few days or do not attend at all. Secondly, even those who attend school for a few days may find non-stimulative and curriculum non-relevant. Poor and inadequate quality of education is another reason for drop-out of girls from the school.

Following are the major policies and programmes being adopted by the State Government to operationalise the objective of education for women's equality.

1) Free education to girls from Std.I to XII :

As per Govt. Resolution, Education and Employment Department No. FED/ 1083/ 151672/ GE-5 dated 24.8.1983, Government of Maharashtra has decided that the free education to girls in aided secondary school from Std.V to Std. X in 1983-84 and as per Govt.Resolution, Education and Employment Department No. FED-1084 (2568)/GE-5 dated 6.2.1987, Government have decided that the education for girls should be free from Std.I to Std.XII.throughout approved aided and unaided schools.

ii) Scholarships for Girls- Bhosala Military School, Nasik:

To encourage the girls from Maharashtra State for undergoing Military training, Government have introduced 35 scholarships to girls students desirous to undergo training at Bhosala Military school at Nasik. The rate of the scholarship is Rs. 75/- per trainee. The duration of the training is for 3 weeks. Physically fit girls between the age of 14 to 25 years are eligible for admission.

iii) Scheme of Balwadi/Anganwadi:

State Government has decided to attach Balwadi/ Anganwadi to each of the primary schools in rural areas. There are more than 24,000 Anganwadis and 21,941 Balwadis functioning today. The State Council for Educational Research and Training, has prepared training courses of 6 months for Balwadi teachers. The timings of Balwadi and primary schools have been kept the same. So that girls

who are required to stay at their homes to look after their younger brothers and sisters cannot attend the school. The siblings can attend Balwadi/Anganwadi when the older girls would be attending primary schools.

iv) Attendance Allowance to Girls :

The State Government has introduced a scheme of giving attendance allowance of Rs.1/- per day to girls belonging to families who are below poverty line. Attendance allowance is given in the meeting of the Village Education Committee to motivate parents to send their girls regularly to the school. In 1993-94, Rs. 10.89 crores have been provided by the State for the scheme. It will benefit about 4.95 lakh girls in rural areas. It is hoped that this scheme would help to increase the rate of attendance and to reduce the rate of dropouts of girls. This scheme is implemented with effect from 3.1.1992.

v) Appointment of Lady teachers under Operation Block Board Scheme :

The Government is taking due care to appoint atleast 50% lady teachers in those single teacher schools which have been made two teacher schools under O.B.B. scheme.

vi) A Women's Education Cell in S.C.E.h.T.:

A Women's Education Cell has been established in S.C.E.R.T. during 1990-91. This aims to create an atmosphere for improvement of girls education and removal of gender bias. Scheme of "Matruprabodhan" was undertaken by this Cell to create awareness about education in the minds of mothers.

Removal of gender bias in Text-books :

The primary curriculum was revised in the light of the N.C.E.R.T. curriculum and was introduced in Std.I during 1989 and thereafter progressively in Stds.II, III & IV. Since this curriculum had followed the guidelines given in the N.C.E.R.T. Curriculum, it has generally covered up the subject of women's equality and references to gender bias issues have been avoided.

Savitribai Phule Foster Parent Scheme :

To motivate girls to attend school regularly, an appeal is made to well-off sections of the society to help such girls by giving Rs. 30/- per month till the girl completes her elementary education upto VII. More than 1.60 lakhs girls have already been benefitted under this scheme, which is under operation since last ten years.

Village Education Committees(VEC):

VECs have been established in all villages of Maharashtra. It is a village level body looking after pre-school education, primary education, literacy programme and continuing education. 50% of its members are women. VECs make micro level planning for the development of the school. VEC has been given certain administrative powers to tackle the problem of irregular attendance of children or drop-outs from school, teachers absenteeism, poor educational quality. The response of the VECs is very encouraging and the State Govt. is considering the proposal of giving more administrative powers to VECs.

Facilities to girls at elementary stage

Construction of sanitary blocks for girls This scheme was introduced at primary level for girls schools as well as co-educational schools. This is a centrally sponsored scheme. The amount provided for the scheme of free education to girls is reimbursed by Government of India for construction of sanitary blocks for girls as well as supply of free uniforms to girls. Out of that amount 75 % is spent on construction of sanitary blocks and 25 % on free supply of uniforms to girl students from Standards I to IV. The grant from the Central Government for the years 1988-89 and 1989-90 is expected very shortly. After getting the amount, it will be distributed to all the zilla parishads for incurring expenditure on construction of sanitary blocks. This scheme is likely to be implemented during VIII Plan also.

Supply of Uniforms Under this scheme girls students from Standards I to IV are supplied with a set of uniforms free of cost through the zilla parishads.

Special Facilities to SC/ST students The scheme of providing special facilities to the SC/ST students is implemented in the State from the year 1979-80. Under this scheme, uniforms and instructional material are provided to the boys and girls from backward communities at a rate of Rs.50/- per student. Out of this amount Rs.40/- are spent on uniforms both for boys and girls

and Rs.10/- are spent on instructional material. The purpose of this scheme is to attract girls from SC/ST communities to schools. The scheme of providing free uniforms and instructional material as well as supply of free text-books through the Book Bank Scheme to children from poor families has shown improvement in enrolment and retention.

Unaided non-Govt. Girls Secondary Schools brought on aided basis on priority

As a mark of respect to the then Prime Minister Smt. Indira Gandhi for her dedication to the cause of national education in general and women's education in particular, the State Government took a policy decision to bring all unaided non-Government girls' private secondary schools which were recognised before 19.11.1984 on grant-in-aid. The State Govt. also adopted the policy of giving permission to new girls' schools sponsored by private managements. Many Girls' schools were permitted on no-grant-in-aid basis. Subsequently, as a policy of supporting spread of girls' education the State, the schools which existed as on 19.11.84 were brought on grant in aid basis from the year 1985-86. There were 72 girls schools in the State and all these 72 schools were brought on grant-in-aid basis.

Unaided girls colleges/divisions brought on aided basis

Due to paucity of funds and scarcity conditions in some parts of the State, it was not possible for the State Government to give permission to new educational

institutions on grant-in-aid basis. However, Govt. allowed private managements wishing to invest in education to open non-Govt. degree colleges on no - grant-in-aid basis during 1989. The important aspects of the policy were as follows

- a) No college will get grant in aid from the Government within 3 years after its recognition.
- b) 25 % grant on admissible expenditure will be paid during the fourth year.
- c) 50 % grant on admissible expenditure will be paid during 5th year.
- d) 75 % grant on admissible expenditure will be paid during 6th year.
- e) 100 % grant on admissible expenditure will be paid during 7th year.

Girls' colleges and colleges in TSP areas were , however, made exceptions to the above policy and were given 100 % grant on completion of 3 years, if they fulfil all the conditions and criteria laid down for admissibility of grant-in-aid. The aim of giving this concession to girls schools was to enable the managements or girls schools to run girls' colleges with desirable standards and the enrolment of girls in such colleges could accelerate. This motivated girls joining higher education institutions and also encouraged private managements to come forward for investing in education of girls.

Construction of hostels for girls

As a mark of respect to the then Prime Minister Smt. Indira Gandhi and her noble work in the field of women's education in general and girls' education in particular, the State Govt. on 19.11.1984, declared the scheme of constructing Indira Priyadarshini Girls' Hostels at tahsil level in the State. The target to be attained was fixed at 100. Under this scheme, it is proposed to construct 100 hostels for minimum 50 girls each at Taluka level. Under this scheme preference for admission to such hostels will be given to girls from SC/ST communities and weaker sections of the society. They will be provided free meals and other facilities in the hostel by the State Government. The scheme is implemented since 1985-86.

State Level Institute for Adult Education for Women

The Maharashtra Government has a special concern for the education, development and self-reliance of women. This is revealed by the fact that it is the only State which has established the Institute of Adult Education exclusively for the orientation and training of women for Adult Education. Like in any other State of the country, the literacy percentage for women is far lower than the literacy percentage of men. The State Government of Maharashtra has also adopted as a policy to take up total literacy campaign in all the districts of Maharashtra in a phased programme but cover the entire State by the end of VIII Five year Plan. At present, all the districts in

Marathwada division have been taken up under TLC, particularly because of lowest literacy percentage amongst the women of the division as compared to other parts of the Maharashtra. The lower rates of literacy among women naturally necessitates higher enrolment of women in literacy classes and the need to provide a very large number of women volunteers who can motivate and efficiently handle the traditionally resistant adult women to shed their shyness and come forward to educate themselves. Judging this requirement of a large number of women volunteers in the campaigns and the preferential need for acquiring literacy for women and changing their attitudes towards education, the Government of Maharashtra has established unique institute. The Government provides for the establishment, maintenance and upkeep of the institution. The present level of expenditure on the institution is to the tune of Rs.5.50 lakhs approximately and through orientation courses of various duration, the yearly number of beneficiaries extend to approximately 500.

B) Literacy Status

The State of Maharashtra, though considered educationally advanced is not the first, as far as the literacy rate is concerned. The percentage of literacy is 64.87 with a women's literacy 52.32 compensated by much higher literacy that is 76.56 amongst males. The Govt. of Maharashtra has accepted and adopted the approach of total literacy campaign vis-a-vis the centre based programme. Because of the efficiency of the TLC established in the State of Kerala as also

the experience in our State, in Wardha and Sindhudurg Districts, where this experiment was initially tried and gave much better results than the traditional centre based programme.

At present the whole ^{of} Marathwada Division is covered under the TLC. In addition, Pune, Sangli, Ratnagiri have also started this programme.

All the remaining districts of the State will be covered under Total Literacy Campaign in a phased manner by the end of VIII Five Year Plan to be followed by post literacy programmes for further two years, so that the neo-literates do not relapse into illiteracy and to help them further to achieve the skills and benefits of literacy.

C) Educational participation of girls and women by level and by types

i) Elementary Stage - Formal

Provision of universal elementary education in Constitution has not yet been realised in Maharashtra. However, during the last decade the enrolment of girls in Standards I to IV and Standards V to VII has been increased. In the year 1981-82, the total enrolment for Std. I to IV was 74,38,000, of which 32,65,000 were girls and in Std. V to VII, total enrolment was 29,20,000 and enrolment of girls was 11,14,000. These figures when compared with the figures of 1991-92 show steady increase in enrolment. In 1991-92, the

enrolment for girls of std. 1 to V reached 40,78,000 showing the positive increase in the enrolment.

Primary education in the State has been assigned to local self-Government bodies like Zilla Parishads, Municipal Councils and Corporations. 42% of the total budget of the State Education Department is spent on primary education. The main areas of concern are drop-outs, poor educational standard, girls education and education of deprived classes. To tackle these problems, schemes like pre-school preparation classes, production of audio-cassettes, school complexes have been introduced.

Non-Formal Education In the State of Maharashtra, in 1983, there were non-formal education centres opened for girls and boys of the age-group of 9-14. The boys and girls attending these classes were out of the formal stream of education and doing some petty jobs for their livelihood. By the end of 1986, there were about 1283 such centres in rural and 21 such centres in urban areas. Out of these centres, 43 centres in rural areas were conducted for girls and 1026 centres in rural areas and 19 centres in urban areas were started for both boys and girls. There were about 16,350 girls receiving education at these centres and of these girls 10,092 girls were from rural areas.

ii) Secondary and Higher Secondary level of Education :

Enrolment of girls at this stage for the year 91-92 has been shown below :

Year	<u>Enrolment in</u> <u>Std.VIII to Std.X</u>		<u>Enrolment in</u> <u>Std. XI to Std.XII</u>	
	Total	Girls	Total	Girls
1981-82	16,38,000	5,33,000	4,08,000	1,20,000
1991-92	30,15,000	11,51,000	8,98,000	3,13,000

Enrolment of girls in Secondary and Higher Secondary stages has been doubled during these year. This indicates increasing demand for girls education. There is awareness to some extent among parents to educate their girls.

iii) Higher Education

The proportion of girl students pursuing higher, vocational or technical education was much lower compared to total number of students. To reduce this disparity, Government of Maharashtra encouraged setting up of University for women and also colleges in different streams and also vocational and technical institutions. Following Table shows number of educational institutions for women in the State.

Sr. No.	Institute	No. of Institutes	Govt.	Non-Govt.	Total No. of girls students
1	2	3	4	5	6
1)	University	1	-	1	7,832
2)	Arts, Science & Commerce colleges.	43	-	43	8,000
3)	Engineering & Medical	2	-	2	240
4)	Technical	7	-	7	795
5)	Industrial	11	06	5	1,088
Total :		74	6	68	17,955

The facultywise break-up and the total enrolment of girl students

Year	Arts Girls	Science Girls	Commerce Girls	Total
1991-92	99740	33691	84693	382393
	(279744)	(103624)	(233760)	(1102440)

The figures in the bracket show the total enrolment of students under general education. The figures show that of the total enrolment in higher education, about $\frac{1}{3}$ are girls.

Teacher Education

Pre-service training courses exist for the preparation of teachers for Primary and the Secondary level. The two year Diploma in Education has senior secondary stage as its entry qualification. Training of teachers for secondary level is the responsibility of higher education. The duration of this secondary teachers education programme is one year, after the degree examination. Colleges running B.Ed. courses are affiliated to different universities in the State. The State Council of Educational Research and Training conducts a variety of in-service training courses for primary teachers as per their requirement. Yashwantrao Chavan Open University, Nasik also organises in-service training programmes for secondary and higher secondary level teachers. There are Physical Education Colleges conducting degree courses in Physical Education (B.P.Ed.)

Girl Students in Teacher Education Institutions (enrolment)

B.Ed. Colleges		D.Ed. Colleges		B.P.Ed. Colleges	
Total	Girls	Total	Girls	Total	Girls
16,287	6,714	26,110	11,825	6,292	762
Grand Total 48,689		Girls 19,301			

Enrolment figures reveal approximately 40 percent of fresh secondary level teachers will be women. As much as 45 percent fresh primary level teachers available in job market will be female. This percentage perhaps needs to be enhanced. Since the Revised Policy formulations 1992 categorically say two of the teachers will be women wherein girls seek enrolment to primary schools.

Enrolment of Girls in Law Colleges

During the year 1991-92 enrolment of girls in law colleges was 5,390 as against the total enrolment of 27,001. This shows that less than 1/5 of those enrolled girls are seeking entry into the legal profession. Thus, low level of girls does imply that legal profession is considered unsuitable for women particularly because it involves interaction and confrontation with law breakers. With the growing awakening of equality of women's rights and their protection, growing number of such cases being brought to court the easy availability of good practicing lawyers is felt. It is felt by many that women lawyers would be better able to undertake the plight of the aggrieved females and handle their cases with greater sensitivity. Besides many of the aggrieved may, and infact do feel hesitant and embarrassing to approach a male lawyer for help.

Innovative Programmes of Girls Education

The enrolment of girls to the total enrolment at the primary stage has increased during the past decade. Even then, the rate of drop-out of girls is as high as 36 percent. The Govt. of Maharashtra has decided to provide basic facilities to tribal population in the State on priority. As a part of this policy, Govt. has already started giving stipend to tribal students from Std. V onwards, from 1977-78. Taking into consideration the response to this scheme, this facility was extended to tribal girls from Std. I to IV. Under this scheme Rs.1/- per day is given to girl students attending school. This has resulted in increasing the enrolment and also retaining the girls students in the classes.

Another innovative programme implemented in Maharashtra is 'Matruprabodhan Project'. The project aims at increasing the enrolment of girls by creating proper educational environment at home and in society. It is hoped that this will help in retention of girls in schools. The project was implemented in four districts of Maharashtra and has been proved to be useful. This scheme is now being extended to other districts in Maharashtra.

In order to encourage the enrolment of girls in Zilla Parishad schools in rural areas schemes of scholarships have been instituted. These cover girls belonging to backward classes, hailing from rural area. Incentives and support requiring

participation and excellence cover a wide range of aspects (1) Academic Performance, (2) Sports, (3) Drawing, (4) Instrumental Music, (5) Vocal Music, (6) Dancing, (7) Drama, (8) Crafts. In order to encourage girls to attend school regularly and to stay as in the school several incentives have been initiated. Schemes are diverse enough to cover a variety of learners.

State Level Efforts for Empowerment of Women

On recognition of the fact that women and consequently girls too, who form approximately half the states population are lagging behind by and large, the Government of Maharashtra has decided to take concentrated action for the upliftment and involvement of female population. It is a sizable proportion of the inhabitants who, if left behind will continue to be the weaker links impeding development and change. It is by empowering this group that advancement will be balanced. Empowerment is often construed as developing knowledge and skills to earn - to become financial independent, there is ample evidence to indicate that more economic independence does not change the life style. It is the attitudes of women and those of the men towards them really matters much. It is therefore imperative to orient, to awaken all, both men and women. The role subsequently of each would then be varied. It is education both formally and informally that needs to take the lead. In this

direction, the state level policy makers have taken a first step by setting up a 'Women's Cell' in SCERT, Pune with the objective of ensuring girls enrolment and their continuance at all levels, primary, secondary and higher education. Presently, infrastructurally facilities are being identified. Once functioning, the cell will not only undertake programmes or sensitization, mobilization and activation as regards development of education and allied activities (educational) but also sensitize, mobilise and bring together different individuals, agencies, institutions both governmental and non-governmental and if necessary even involve itself in the post literacy requirements so as to cater to the needs, aspirations and assimilation of this group (girls and women) as affective members of society.

Contd...

The various schemes to be undertaken by SCERT as initial phase of sensitization, mobilisation and activization

- To develop and enhance acceptance of equality of girls rights to education
- To realise and develop acceptance of intellectual and physical equality of girls among teachers except when as a result of social norms or roles to be performed
- To organise refresher courses for teachers to ensure their conscious efforts and competencies for involving girls equally
- Films be utilised to make teachers aware of what normally is done
- To review and if necessary writing of instructional materials for ensuring depiction of girls and women in different tasks and roles not as parallel work force but as co-partners in all activities showing participation of boys and men in all tasks normally attributed to women.

This removal of stereotyping of roles also to be discussed for which teachers will have to be oriented.

Horizontal efforts

To create awareness among other administratives regarding sex stereotyping done as regards administrative functioning as well as among by practioners in their respective fields or operation. Strategy should begin by involving discussion of cases by sensitive persons, wherein such gross and minor disparities have occured in their field / departments.

Sensitising Society.

Acceptance of girls equality and that mere stating and accepting the same is not adequate as it does not enable equality involvement/participation ensuring support service to enable girls and women to extend themselves beyond the homes.

All the activities would be initiated at the state level and later on picked up by the district level agencies like DIETs, special groups, committees formed for the purpose by the district level authorities at the block and sub-block level. The SCERTs would lend all type of support to district in organising, performing various types of orientation of teachers, head masters, administrators, preparation of instructional material, dissipation of relevant messages etc. The financial provision for this would be carried out from the present funds at the disposal of the MSCERT.

ANNEXURE

Enrolment at primary and secondary stages in
Maharashtra (1991-92)

Stage	Enrolment			Teachers		
	Boys	Girls	Total	Total	Trained	Percentage of trained teachers
Lower Primary (I-IV)	4731	4078	8809	125(3)	117(3)	93.6 (100.0)
Upper Primary (V-VII)	2512	1915	4426	213(63)	204(61)	95.8 (95.8)
Secondary (VIII - X)	1864	1151	3015	110(110)	106(106)	96.4 (96.4)
Junior College (XI-XII)	585	313	898	23(11)	19(9)	82.6 (81.8)
Total	9692	7457	17148	471(187)	446(179)	94.7 (95.7)

The figures in the brackets indicate teachers in
Secondary and Higher Secondary Schools.

Source: Education at a glance 1991-92 (Directorate of
Education, Government of Maharashtra.

Statistics and Other Professional Educational
Institutions (1991-92)

Type of Institution	Total Enrolment			Total Teachers		
	Boys	Girls	Total	Men	Women	Total
Vocational Education- Under Graduate						
A) Medicine						
1) Homeopathy	1300	608	1908	265	78	343
2) Nursing and Midwifery	52	6148	6200	52	478	530
Total Medicine	1352	6756	8108	317	556	873
B) Other Vocational- Education (U.G. Level)						
1) Library Science	40	36	76	4	2	6
2) Commerce	890	615	1505	63	15	78
3) Home Science	-	219	219	1	16	17
4) Fine Arts	543	209	752	33	8	41
5) Yoga	527	448	975	19	20	39
Total	2000	1527	3527	120	61	181
Total Vocational Education (U.G. Level)	3352	8283	11635	437	617	1054
c) Teachers Training (U.G. Level)						
1) Angle Indian Course	35	179	219	1	18	19
2) Drawing Teachers Certificate	1620	659	2279	129	19	148
3) Total Teachers Training (U.G. Level)	1655	838	2493	130	37	167

Statistics of Other Professional Educational
Institutions 1991-92

Type of Institution	Total Enrolment			Total Teachers		
	Boys	Girls	Total	Men	Women	Total
Special Education (School Level)						
A) Agriculture						
1) Agriculture Schools	2653	86	2739	93	-	94
2) Poultry Training	1026	79	1105	3	-	3
Total Agriculture	3679	165	3844	97	-	97
B) Education for Handicapped						
1) Crippled	749	182	928	36	16	52
2) Blind	540	-	-	63	10	73
3) Deaf & Dumb	60	-	60	3	-	3
4) Mentally Handicapped	222	91	313	12	13	25
Total Education for Handicapped	1568	456	2024	114	39	153
C) Other Special Education						
1) Oriental	2722	1700	3422	120	27	147
2) Home Science	-	47	47	-	2	2
3) Kirtan	31	25	56	3	-	3
4) Music & Dancing	1507	48	3569	81	29	110
5) Certified Schools	570	48	618	21	11	32
Total others	4830	3873	8703	225	69	294

Other Professions

Type of Institution	Enrolment upto Degree Level		Enrolment upto Post Graduate Degree Level	
	Total	Girls	Total	Girls
Journalism	52	19	-	-
Fine Arts	1535	407	-	-
Labour	-	-	104	20
Social work	1637	516	629	261
Oriental Studies	-	-	-	-
Home Science	3462	3462	48	48
Yoga	-	-	-	-
Music and Dancing	284	241	34	27
Traffic Management	-	-	-	-
Film & Television	-	-	-	-
Marine Engineering	-	-	-	-
Total Profession	24590	15257	7289	1613

Type of Institution	Total	Girls	Total	Girls	Total	Girls	Total	Girls
Agriculture	146	2	62	-	6499	353	719	9
Veterinary Science	5	2	-	-	1289	94	264	14
Business Management	71	16	2145	362	5639	861	187	18
Library Science	2	2	-	-	60	60	5	4
Fisheries	-	-	-	-	62	5	15	-
Medicine								
Allopathy	57	16	495	202	12895	5506	2233	830
Homeopathy	-	-	-	-	2614	1485	307	55
Dental	-	-	36	9	1368	861	317	138
Ayurved	-	-	2	1	6102	2822	614	129
Nursing	-	-	156	144	461	436	60	56
Unani	-	-	80	24	722	232	45	4
Other Professional								
Journalism	-	-	-	-	51	19	10	1
Fine Arts	-	-	562	122	2097	529	112	10
Labour	-	-	-	-	104	20	5	2
Social Work	-	-	189	93	2455	870	135	55
Oriental Studies	-	-	325	29	325	29	12	2
Home Science	-	-	117	117	3627	3627	178	172
Yoga	-	-	27	10	27	10	6	1
Music & Dancing	-	-	437	307	755	575	34	20
Traffic Management	-	-	5	-	5	-	4	-
Film & Television	-	-	97	5	97	5	34	2
Marine Engineering	-	-	231	-	231	-	11	-
Total Professional	281	38	4966	1425	47486	18333	5346	1522

Type of Institution	Enrolment upto Degree Level		Enrolment upto Postgraduate Degree Level	
	Total	Girls	Total	Girls
1. Agriculture	5187	300	1104	51
2. Veterinary Science	1137	87	147	05
3. Business Management	-	-	3423	483
4. Library Science	39	39	19	19
5. Fisheries	62	5	-	-
6. Medicine				
Allopathy	11771	4705	1572	583
Homeopathy	2614	1485	-	-
Dental	1236	731	96	61
Ayurved	6012	2791	88	30
Nursing	280	261	25	25
Unani	642	208	-	-

Facultywise Enrolment in the Colleges of General
Education in the State of Maharashtra

1991-92

Arts		Science		Commerce		Grand Total	
Total	Girls	Total	Girls	Total	Girls	Total	Girls
2,79,744	99,740	10,3,624	33,691	2,33,760	84,693	6,17,128	2,18,124